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In scholā sum. Ubi sum ego? Tū quoque in scholā es. Ubi sumus nōs omnēs? Omnēs in scholā sumus. Ubi estis vōs omnēs? Omnēs in scholā sumus. Unde vēnimus nōs omnēs? Domō vēnimus. Quis primus in scholam vēnit? Carolus vēnit primus. Minimē: Maria prima venit, etc., etc.

Esse, to be	
[Ego] sum, I am	[Nōs] sumus, we are
[Tū] es, (thou art), you are	[Vōs] estis (ye are), you are
[Ille] est, he is	[Illi] sunt, they are
Canere, to sing; stem can—	
canō, I sing	canimus, we sing
canis, you sing	canitis, you sing
canit, he sings	canunt, they sing ²

ASHLAND, N. H.

THEODOSIUS S. TYNG.

REVIEWS

Beginners' Latin by the Direct Method. By Edward C. Chickering and Harwood Hoadley. New York: Charles Scribner's Sons (1914). Teachers' edition (pp. cviii + 140), \$1.00; Pupils' edition, 75 cents.

The Direct Method of teaching Latin has of late years made noteworthy progress in England, where its merits have been enthusiastically proclaimed by Dr. Rouse and his associates, and exemplified in their teaching in the Perse School and elsewhere. The movement there seems to have assumed such proportions as promise a wide-spread reform in classical instruction. In our own country the need of improved methods, in the face of an increasing popular indifference to the claims of Latin, has naturally lead to a good deal of interest being taken in Dr. Rouse's work, and in the summer of 1912 he came to New York, at the invitation of Teachers College, and conducted courses in which he sought to give our teachers a practical demonstration of his method. For a sympathetic and judicious criticism of this demonstration the reader may consult a paper by Mr. J. E. Barss, *THE CLASSICAL WEEKLY* 6.42-45. Since Dr. Rouse's visit, there have been sporadic experiments with the method in a number of American Schools, but no general adoption of it was to have been expected, chiefly for two reasons: (1) American teachers have rarely had the opportunity, while in College, to obtain any training in speaking Latin, and (2) there has hitherto been no text-book which, while adapted to the wants of first-year High School pupils in the United States, provided also such a clue to the application of the method of actual work of the class-room as might warrant an inexperienced teacher in embarking on what is still for most of us an unknown sea. It is greatly to be desired that our Colleges may see their way clear to removing the first of these handicaps by offering courses in Latin conversation, designed to give intending teachers a little real practice in the use and understanding of colloquial Latin, and I notice with pleasure that such courses are given in Columbia University. The other want has now been happily

supplied by the publication of the volume I have been invited to review.

The authors tell us that the book has been the outcome of several years of experimentation in the school-room, and the fact is sufficiently obvious throughout. Whatever shortcomings it may be found to have, when subjected to the test of use by other teachers, I think no one will be likely to complain that it is not practical.

The edition intended for the learner contains a page of pertinent Suggestions to the Pupil, fifty "Pensa", an Appendix Grammaticus, a few verse selections for memorizing, and an Index Verborum, in which without the use of English an attempt is made to "suggest the meaning of words previously studied". Five hundred of the words—those shown in Professor Lodge's list—are here given in heavy type.

The teachers' edition contains much additional matter of great value. First comes a brief Introduction, explaining the meaning of the Direct Method. The authors take occasion to deprecate the mistaken tendency to identify it with the Conversational Method, and to speak as if the ability to talk Latin were the ultimate aim. What that aim really is they set out admirably in the following paragraph (pages xiv-xv):

To state the matter constructively, the Direct Method is that method which presents Latin directly to the mind of the pupil, as having a living and immediate significance of its own. It aims to teach Latin,—not as a mechanical parallel to English, but as a language which conveys its meaning through the association of the Latin word with some object or action, or with some other Latin word or phrase already familiar. It maintains that word-forms, word-order and syntax are neither independent nor abstract and mechanical phenomena, but that they are inseparably bound together to form a living means of conveying real ideas. Therefore it teaches these three elements together, presenting syntactical phrases as a species of vocabulary, and always in complete sentences. That this process may have its greatest efficacy, it demands that the pupil constantly hear living Latin, and form the habit of expecting Latin, and trying to understand it as Latin, and to the greatest possible degree expressing himself in Latin. English must be used only to explain processes which are of particular difficulty, and then only in very limited measure; all direct translation is a special exercise reserved for the later years. Of course, material must be carefully graded, and as point after point is taken up, constant drill must be given in the use and adaptation of the form or phrase and in explaining it by action, picture, synonym, or Latin paraphrase, according to the capacities of the pupils.

This section is followed by General Directions to Teachers, after which comes the most significant part of the book, the Suggestions to Teachers. Under this caption are given, with a wealth of helpful detail (occupying 76 pages, as against the 72 of the pupils' Pensa), the most practical and definite suggestions for the conduct of each lesson. It would be difficult to overstress the usefulness of this part of the book. For the average teacher, trained in other methods, it was a *sine qua non*. Ingenuity in handling the

²It will, I think, not be improper to state here that the lesson given above is from the first draft of a text-book now in course of preparation, and that I am fortunate in having as a collaborator one whose well-known classical scholarship will far more than compensate for the defects of my own.

little problems that are constantly coming up in the class-hour will still be demanded of the teacher; everyone who uses the method will think up devices of his own for making plain the meaning of new words and constructions; but the foundations of his work are here firmly established for him, and a little experience will soon show him what modifications may be necessary to carry out the spirit of the authors under conditions which may be more or less peculiar to himself.

Of hardly less importance are the selection and the arrangement of the material of the lessons. It is evident that so radical a departure from traditional modes of language-teaching will call for a searching revision of the order in which the different topics shall be approached. The authors have been very successful, it seems to me, in substituting what is, for their purposes, a much more rational line of approach than the time-honored *mensa, servus, bonus, amo*. "Nouns, adjectives, and pronouns are developed together by cases, not by declensions. With each set of forms are taught all the constructions for that particular case which are to be taught at all". "The verb is developed by mood-tenses, not by conjugations" (Preface, vi). Thus the first lesson teaches the second singular of the imperative and the singular of the present indicative, active, of five typical verbs: *ferio, induo, rapio, specto, and torqueo* (arranged thus that the acrostic may assist in memorizing the paradigm). The third takes up the accusative singular of nouns, at least one representative of each declension being given. In the fourth are presented the prepositions governing the accusative. In the sixth the present infinitive is introduced and indirect discourse is taken up. Lessons seven and eight give us the pronominal adjectives (accusative only) and a number of adjectives in common use (arranged in contrasting pairs, *gravem—levis*, etc.). This is quite a wealth of material for only eight lessons, and will provide for abundant and varied drill in question and answer. With the eleventh lesson we have the first story (Red Riding Hood), illustrated by a picture in which the different objects are provided with their Latin names. No doubt there is much in the authors' contention that "the appearance of familiar tales in unfamiliar dress not merely stimulates interest, but greatly facilitates the task of comprehension". I am glad, however, to note that later in the year the pupil is introduced to stories from the mythology and from Caesar, and I am inclined to think the substitution might have come even earlier in the book without too great a sacrifice of interest and ease. One other little criticism occurs to me in this connection: the postponement of the study of the nominative case has resulted in an undue emphasis of the *Oratio Obliqua* forms in the narratives, and sometimes in rather awkward sentences. The nominative has of course been used, more or less, from the start by the teacher, and it might have been employed oftener in these stories, without being set as a paradigm, if the

authors think it best to withhold the formal study of the case until Lesson 22.

Beginners' Latin will require, the authors estimate from a year to a year and a half, to complete the fifty lessons with adequate drill. The second year will then properly be devoted, as they advise, to abundant easy reading. This means 'made Latin', for unfortunately there is no easy reading in the Latin Classics. I hope that either Messrs. Chickering and Hoadley may themselves make a text-book for this purpose, or that some other friend of the Direct Method may be encouraged to fill the want. It should be Roman in subject-matter, idiomatic, but simple in style, and should supply about 200 pages of text with brief Latin foot-notes and a vocabulary in which, as in Beginners' Latin, the meaning is explained without the use of English, or with only so much as may be indispensable. Perhaps the publishers may prefer to give us several smaller books, of varied contents and graded difficulty.

Meanwhile Beginners' Latin may be cordially recommended for trial to all who are dissatisfied with the conventional ways of teaching Latin, and are willing to make a serious effort to get better results. May it make many friends for the Direct Method!

STANFORD UNIVERSITY.

B. O. FOSTER.

DIDO: A LATIN PLAY

The Latin play to which reference was made in THE CLASSICAL WEEKLY 8.170 will be repeated, under the auspices of The New York Latin Club, in the Wadleigh High School, 114th Street, near 7th Avenue, New York City, on Friday, May 14, at 4 P. M. Classical teachers in Colleges and Schools, public and private, are invited to bring with them their students of Vergil. Tickets may be had gratis, from Dr. William F. Tibbetts, Curtis High School, New Brighton, Staten Island. In writing, state the number of tickets desired, (1) for actual students of Vergil, (2) for pupils soon to begin Vergil.

THE NEW YORK LATIN CLUB

On Friday evening, April 16, The New York Latin Club was entertained at the house of Mr. George A. Plimpton. Mr. Plimpton discussed his valuable collection of horn-books and rare manuscripts of Donatus, Priscian, etc. Among other treasures exhibited were a first edition of Milton's Latin Grammar, a first edition of Melanchthon's Greek Grammar, and the first Greek Dictionary printed (1478). Dr. Tibbetts reported that the Greek Scholarship Fund amounts to \$2203.70. The officers for 1915-1916 are: President, Professor George M. Whicher, Hunter College; Vice-President, Professor W. E. Waters, New York University; Secretary, Mr. M. F. Lawton, Bay Ridge High School; Treasurer, Mr. W. F. Tibbetts, Curtis High School; and Censor, Miss Jane G. Carter, Hunter College.

JANE G. CARTER, *Censor*.